

Name	Michelle Axtell
School	Star Elementary
Course	ED 550 Arts Powered Schools
Lesson	Celebrating Diversity Through the Arts – African American Heritage (Kindergarten) Lesson One

**Humanities Lesson Plan
Visual and Performing Arts**

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:

Cultural Context

Historical Context

Interrelationship of Arts

Cross Cultural Relationship

Content Knowledge:

1. Identify dances associated with particular places and events.
2. Identify historical events or scientific discoveries that have influenced dance.

Explain the objective(s) of this lesson:

Students will be able to:

- Say the name of the dance
- Follow the sequence and pattern of the “Little Johnny Brown” dance (perform the dance)
- Explain what the circle, blanket, and lope each mean in the dance

Describe the activity that will help students fulfill the lesson objective(s):

1. REVIEW the information and productions from yesterday's lesson. DIRECT students to perform their short danced one more.
2. READ The Talking Cloth. DISCUSS how stories and meaning are passed in the early African-American culture (the cloths, songs, story telling, dance, paintings, quilts. . .)
3. EXPLAIN that we will be learning a dance that has been used to tell a story.
4. WATCH "Little Johnny Brown" from the video "Dancing Threads: Community Dances from Africa to Zuni."
5. TEACH the dance steps along with the meaning of each. Open blanket = honesty, circle = community, buzzard = respect, honoring the person. ENCOURAGE students to make big motions on the "Show me y'motion" part. Any moves are OK.
6. DANCE together.
7. DISCUSS by comparing and contrasting "Little Johnny Brown" with dances we made yesterday. DISCUSS what types of dance moves might tell the important things about our community.
8. REMIND students to bring their own important quilts tomorrow.

Suggested Materials

The Talking Cloth, by Rhonda Mitchell

"Little Johnny Brown" from the video "Dancing Threads: Community Dances from Africa to Zuni."

Student/teacher preparation required

Set up video tape, clear room

Length of lesson

30 Minutes

Assessment used to measure objective(s)

Teacher will observe student participation in performing the dance
Teacher observation of student feedback discussion

Ideas for coordinating with other subject areas

MATH: patterning, counting

WRITING: students write about their favorite part of the dance or a dance they know

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STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area:

Reasoned Argument/Informed judgment (analysis of the arts)

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)

Ethical Issue (legal, moral implications of the arts)

Content Knowledge:

1. Examine dance as a means of communicating meaning.
2. Show how the human body is used to express or communicate action, idea, or experience through movement.
3. Compare and contrast dance forms associated with specific groups of people, geographic regions, or time periods.

Explain the objective(s) of this lesson:

Students will be able to:

- show emotions associated with slavery by moving their bodies into poses reflecting what they've heard in the stories.
- create a dance to demonstrate the beginning, middle and end of the story Sweet Clara and the Freedom Quilt.

Describe the activity that will help students fulfill the lesson objective(s):

1. DISCUSS the terms African-American and slavery, checking for background knowledge and filling in information.
2. DIRECT students to stand and show what it might feel like to be a slave. ENCOURAGE students to use facial expression, bodies, arms and legs in a pose. DISCUSS.
3. READ Sweet Clara and the Freedom Quilt once through.
4. DIRECT students to make a motion that shows what happened at the beginning of the story. SHARE the motions DISCUSS the various moves.
5. Direct students to show in a motion what happened in the middle of the story. PROMPT them to include or portray the significance of the quilt. SHARE and DISCUSS.
6. DIRECT students to make a third motion to show how the story ended. SHARE and DISCUSS.
7. DIRECT students to perform all three motions in their new DANCE!
8. SHARE each dance with the audience.
9. READ the story once again, allowing students to spontaneously and QUIETLY respond to the story with their movements.
10. ASK students to share stories about favorite quilts they have. INVITE students to bring quilts for sharing.

Suggested Materials

Sweet Clara and the Freedom Quilt, by Deborah Hopkinson
Bright Eyes, Brown Skin, by Cheryl Willis Hudson & Bernette G. Ford
The Talking Cloth, by Rhonda Mitchell

Student/teacher preparation required

Gather examples of important, meaningful quilts and artwork depicting African – American quilts as in the story. Include information for parents in newsletter so they can help students find quilts to share and prepare to say what is important about them.

Length of lesson

30 Minutes

Assessment used to measure objective(s)

Sequencing through demonstrations of beginning, middle and end
Comprehension and expression of emotion through movement and discussion

Ideas for coordinating with other subject areas

MATH: shapes, colors, counting

WRITING: journal about a time when you've felt like Clara

Music: listening to African-American gospels or traditional music

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Sample Humanities Lesson Plan
Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression

Content Knowledge:

1. Show respect for personal work and works of others.
2. Create a work of art using personal experiences and skills.
3. Experiment with different materials, techniques, and processes in the visual arts.

Explain the objective(s) of this lesson:

Students will be able to:

- explain important features about their own quilt or blanket (students who brought them to share)
- draw and color on a quilt block
- express, through the drawing, things that they value
- appreciate differences within the classroom

Describe the activity that will help students fulfill the lesson objective(s):

1. REVIEW the information and productions from the previous lessons. PERFORM the “Little Johnny brown” dance.
2. Students SHARE their own quilts, and say what is important about them.
3. READ Amazing Grace. Talk about how Grace expresses herself and how she is

special and different.

4. **DISCUSS** differences between us. **ASK** students to stand if they have brown (blond, red) hair, **AND/OR** blue (brown, green) eyes **AND/OR** they like peas (carrots, ice cream, little sisters . . .). **REINFORCE** that we are all different, but all special.

5. **DIRECT** students to create their own quilt block on the paper provided. The students should draw their own portrait in the center diamond and 4 things that they think are the most important in the outer triangles.

6. As students finish. **PASTE** each square onto a large sheet to form the Class Quilt.

7. When everyone is done, students will **SHARE** their squares, The audience will applaud and appreciate the work by sharing what they like about each.

Suggested Materials

Amazing Grace, by Kathleen Krull

Quilt square pattern copied onto white construction paper, scissors, crayons, pencils

Student/teacher preparation required

Copy quilt squares, collect and arrange materials

Length of lesson

45 Minutes

Assessment used to measure objective(s)

Informal teacher observation of presentation

Informal teacher observation of student participation in discussion and audience behavior

Ideas for coordinating with other subject areas

MATH: shapes, counting

WRITING: write about one of the four items that you drew

LISTENING & SPEAKING: included in the activity